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— SPECIAL REPORT ON MANITOU COMMUNITY COLLEGE —

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MANITOU COMMUNITY COLLEGE

-SPECIAL REPORT ON MANITOU COLLEGE-

Since its inception, certain recurring criticisms have been levelled at Manitou College. In the light of the present crisis, it becomes essential to examine each of these criticisms thoroughly so as to clarify these points once and for all.

1. We are "duplicating" courses which are available to native students in other colleges or universities.

A cursory glance at our calendars for Social Sciences and Native Arts and Communications will reveal immediately the unique nature of most of our courses in the Social Sciences and all of the Native Arts program.

The Teacher-Training program is also unique in that it prepares native teachers to teach their language or in their language. No other university or college offers these highly specialized courses in Mohawk, Cree, Attikamewk, Montagnais, Micmac, or Algonquin.

Moreover, we have a special mandate from the Department of Education of the Province of Quebec to prepare courses with Amerindian content for eventual use by other colleges, after a three year experimental period here at Manitou.

Instead of "duplicating" we are, in reality, being highly innovative and experimental.

2. The total operating costs for Manitou (1.3 million) are too high for a student population of 120.

It is true that the winter student population in the Cegep program is approximately 120. Most people who quote these figures do not have all the data, however.

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They forget the student population in the summer: between 160-180 native students in the Teacher-Training program. Moreover, they forget the 12 students enrolled in the Amerindian Techniques course.

What many of our critics also seem to forget is that Manitou Community College is more than just a Cegep. Briefly, here are some of the activities:

- a) Social Science Program Cegep (French & English).
- b) Native Arts & Communication Program Cegep (French & English); fall & winter
- c) Native Teacher-Training Program (University of Quebec at Chicoutimi); summer
- d) Amerindian Techniques Program (Canada Manpower); 12-month course
- e) Amerindianization Program, preparing teaching material for all elementary and secondary native students in Quebec.
- f) DIAND courses such as the Cree Syllabic Typing Course in May 1975.
- g) Community Services: teacher loan services to reserves; monthly newsletter.
- h) Native seminars: Communication, Woodlands Arts, Amerindianization Working Committee, etc.

Moreover, it must be mentioned that our student enrollment in the fall and winter programs would be much higher, if all the students who qualify and who want to come here were allowed to attend. Here are the numbers of students refused by DIAND in various sessions:

January 1974 session:	32 students
September 1974 session:	42 students
January 1975 session:	16 students
September 1975 session:	12 students
January 1976 session:	18 students

Always, we are told that there aren't enough funds in the post-school activity. However, it would seem to us that after the first year, proper funding provisions should have been made in the budget.

There is also another important factor. Some of our courses, by their very nature, require small enrollment. Either the course is highly specialized (Native Pottery, Jewelry, Traditional Materials, Cinema, Photography, etc.) or the approach must be individual in order to meet the needs of the students.

One fact remains. We could accommodate between 50-75 more students per session without increasing our teaching staff.

3. We should be making use of existing institutions and working with them to provide Native Studies Programs.
The Native Students would then be "integrated" within already established colleges and universities.

This particular approach was the one used at the outset. The Montreal students envisaged relevant courses in each of the existing institutions in Montreal. Here are the results of these attempts:

a) Loyola Native Studies Course:

This began in 1970 with a view to providing Native content for Native students. Several educational institutions had agreed to credit this course for Native students. It has been offered each year. In the past two years, not one native student has been registered, while an ever increasing number of non-Native students have registered. Native speakers who give the lectures do help to heighten the cross-cultural awareness of these students but that was not the original purpose of the course.

Always, we are told that there aren't enough funds in the post-school activity. However, it would seem to us that after the first year, proper funding provisions should have been made in the budget.

There is also another important factor. Some of our courses, by their very nature, require small enrollment. Either the course is highly specialized (Native history, jewelry, traditional materials, cinema, photography, etc.) or the approach must be individual in order to meet the needs of the student.

One last remark. We could accommodate between 25-35 more students per session without increasing our teaching staff.

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3. We should be making use of existing institutions and working with them to develop a Native Studies Program. The Native Studies Program is already being developed at several colleges and universities.

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(1) Native Studies Courses

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of non-Native students have registered. Native

students and also the faculty do help to highlight

the cross-cultural awareness of these students, but

b) McGill Native Teacher Program:

This supposedly special program which was designed to meet the needs of Native communities faced each year with a high turnover of non-native teachers, and failed miserably. About 20 Cree students registered in the two years the program did run, from 1970-72. Towards the end of the course (March), they were advised that they would not get their teaching certificates unless they went back to Cegep to follow their pre-requisites. The nature of the course was the usual teachers' college fare without any specialization in the Native languages.

c) Concordia Native Studies Program:

During the past year, two or three meetings have been held. The process is a very long one, and will require from three to five years before it can be implemented. Moreover, as with other long-established and highly structured universities, they will not limit enrollment to only Native students because this would be "discrimination". The program will again become one highly frequented by non-native students, "ethnic" programs being the "in" thing right now, and again Native students will shy away from the program. We can state unequivocally that such an approach does not meet the needs of Native students. Manitou College does. It provides Native environment with Native people in the decision-making process. The students leave Manitou better equipped emotionally and intellectually. They are then more secure whether they opt for immediate work or continued studies.

4. We should envisage "moving" Manitou to another setting. The present location, a small village, is too expensive and courses or programs could be dispensed just as effectively elsewhere.

At first glance this argument seems logical, but a closer analysis reveals that moving could not prove more economical, but would be more costly.

- a) One of the suggestions made to us was that we should move into soon to be vacated residential schools in Quebec such as LaTuque and Pointe Bleue. We would need to use both these residences in order to accommodate all the students and their families. Presumably, LaTuque could become the "anglophone" Manitou, and Pointe Bleue, the "francophone" Manitou.

However, the combined cost for operating Pointe Bleue and LaTuque in 1974-75 comes to \$1,149,686.00 for a ten-month year. (See Appendix A.) Manitou costs only 1.3 million but operates on a twelve-month year. Furthermore, only \$865,000.00 of the 1.3 million is in the form of direct grants to Manitou College. The remainder is self-generated income.

The item on the appendix called "Childcare Services" would not be required, obviously.

One cost is not mentioned in the operating expenses, however. That is: the salaries of teachers who provide elementary or secondary education to these students. These students must be taught by teachers either paid by the Federal government or their tuition is paid by the Federal government to local school boards to the tune of approximately \$1,200. to \$1,700. per student. This is a major item which does not appear.

Our operating cost is \$1.3 million but includes teachers, maintenance, cooks, etc.

If we are to use these residential schools that can accommodate approximately 350 students combined, major transformations will have to be made. We surely cannot place adults in the dormitories used presently. Major transformations would have to be made and the high costs would be prohibitive. Such transformations were made at the Fort George residence. Approximately 8 dormitories were transformed into 7 bachelor apartments and 10 classrooms for a total cost of \$800,000. We would require more than 7 bachelor apartments to accommodate all the students presently enrolled. At least 40 would be required to house the francophone students, and close to 75 for the anglophone students. For the summer programs, the needs would climb from 115 apartments to 180.

An added expense would be the doubling of personnel. We presently make use of bilingual teachers who teach in both the French and English programs. Should we take over the two residences, we would then need two "sets" of teachers, two librarians, two recreation directors, two nurses, etc., etc.

- b) Another suggestion made to us was that we consider renting a vacated seminary or boarding school near a large city. Again, the cost of renovation in these old buildings would be very high. Moreover, we would have to pay rent. This, too, would add to our expenses. Would we be able to transform the cell-like rooms into small apartments for the married students during both the summer and winter courses? Would we be able to achieve the same results?

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Some results of the 1974-75 academic year are as follows:

May 14:	13 Cegep graduates; all are working or at university.
August 7:	17 teachers received first teachers' certificate. <u>All</u> are teaching.
November 1:	9 students finished Amerindian Techniques one-year course. All are working or studying.
December 13:	6 Cegep graduates. All are pursuing their studies.

This is a total of 45 Native people who are well on the way to meaningful service to their people. We challenge any institution, Native or Non-Native, to do the same with the same amount of money. It would be immoral to suddenly stop these programs because the Department of Indian Affairs must make budgetary cuts, and it could save \$800,000. per year by closing this College.

Last summer we did have about 180 students registered, but we accommodated approximately 520 Native people on the campus because the married students insist on bringing their families. They will not study otherwise. This is not possible anywhere else in the province. It is true that the present certificate program for Native teachers is slated to end in 1979. However, this is only providing these students with the first 10 courses of a 30-course Bachelor of Education program. The graduates are already asking that we start providing the remaining 20 courses so they can receive not just a teacher's certificate but a degree. Summer teacher-training could conceivably continue for the next 15 to 20 years!

Because of all these factors, we are morally bound to request the following:

1. That Manitou Community College be funded in order to continue actual and future programs in the present location. If we cannot be part of the Cultural Centres Program, then we should be funded as a viable Native Educational Institution.
2. That no students who qualify be prevented from attending this College because there are no funds. Proper planning at the Regional levels would eliminate these problems.
3. That more adult education courses of various types be given here at Manitou College, especially during winter. (Since 1973, only one such course for Inuit has been offered here.) Again, we are convinced that Manitou College can be the ideal centre for adult courses of a regional nature: that is, those that involve training one or two people from each reserve or community.
4. That the first evaluation and the recommendations regarding Manitou College, prepared by the Steering Committee, composed of Jean Bernard, Keith Greenaway, and Aurélien Gill, and submitted in October 1975, be taken into serious consideration.
5. That the present Cultural-Educational Centres' Evaluation Committee be given the necessary time to prepare a thorough report and all centres be funded for another year pending the submission and study of this report by the Department.
6. That, in the light of the Native peoples' support of this College (reference: telegrams sent by Corporation and Chiefs), and because of the fact that the Native people of Quebec see this College as the educational and training centre for eventual Indian Control of Indian Education

(reference: Minutes of the IQA General Assembly), and (unless the Department of Indian Affairs is only paying lip service to this policy), that concrete financial commitments be made by the Department to assure the survival of this College.

We further state that we cannot and will not accept the May 31, 1976 deadline. We are already committed to providing summer courses for at least 160 students for the next four summers. Moreover, college level students are already applying for September 1976. Experimental secondary level adult courses are already slated for September 1976. We estimate that between 60 and 75 Native people will be finishing courses and programs during 1976.

We have a moral obligation to all these Native people, and it is our considered opinion that the Department of Indian Affairs also has a moral obligation to these same Native people.

We therefore insist that the agencies involved meet on this matter as soon as possible to discuss, not the closure, or the removal of Manitou College, but how the needed funds will be provided.

Velma Bourque,
Academic Director.

January 28, 1976.

John Dione,
Comptroller.

George W. Miller,
Acting General Director.

APPENDIX "A"

EXPENSES FOR RESIDENTIAL SCHOOLS

<u>LA TUQUE 1974-75</u>		<u>POINTE BLEUE 1974-75</u>	
TOTAL COST:	<u>\$655,327.00</u>	TOTAL COST:	<u>\$494,359.00</u>
Administration	27,710.00	Administration	27,529.00
Maintenance, Material & Personnel	187,379.00	Maintenance, Material & Personnel	157,759.00
Cafeteria, Food & Personnel	179,246.00	Cafeteria, Food & Personnel	115,090.00
Childcare Services	195,916.00	Childcare Services	140,606.00
Laundry-Sewing	54,070.00	Laundry-Sewing	42,727.00
Activities of Students	7,234.00	Activities of Students	8,438.00
Other	3,737.00	Other	2,207.00
STUDENTS:	230	STUDENTS:	144
Maximum:	200	Maximum:	150
EMPLOYEES:		EMPLOYEES:	
Administration:	2	Administration:	2
Maintenance:	12	Maintenance:	13
Kitchen:	12	Kitchen:	10
Childcare:	22	Childcare:	18
Laundry:	4	Laundry:	4

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